

LANSDOWNE HIGH SCHOOL

School-wide Behavior Management Plan Lesson Plans



Prepared by
The PBIS Committee



School-Wide Expectations

Explanation: Direct teaching of the Viking Code of Conduct (Three R's) and other related social skills is necessary for successful implementation of PBIS.

Targeted Group: The entire student and staff population of LHS.

Strategies:

1. Teachers will begin their classes with mini-lessons on the Viking Code of Conduct and components during the first week of school.
2. Morning announcements, posters, and newsletters will be used to promote the Viking Code of Conduct.

Activities:

1. During the first week of school, the Viking Code of Conduct and its components will be introduced. Ninth grade students will participate in lessons via Viking Academy teachers.
2. During the first week of school, the Viking Code of Conduct will be reviewed in 10th, 11th, and 12th grade Social Studies classes.

Suggestions:

1. Teachers should reward students with V- Bucks as they begin to consistently display correct behavior.
2. Teachers should post the Viking Code of Conduct posters in their rooms and throughout the building.
3. Teachers should give class credit for completion of Viking Code Lesson Openings and Assessments completed.

Outcomes:

1. The Viking Code of Conduct will be successfully introduced or reviewed in all classrooms.
2. Students will become familiar with the components of the Viking Code, particularly Positive and Negative Consequences for behavior.
3. Student behavior will improve once the components of the Viking Code of Conduct are put into practice.

Lansdowne High School
Upperclassmen Lessons



Respect

Responsibility

Readiness

Lesson #1 – Review of Viking Code of Conduct
& Positive Consequences

Objectives: Students and teachers will be able to identify and assess behavioral expectations for students and faculty based on the Viking Code of Conduct; students and teachers will be able to identify and explain positive consequences based on consistent correct behavior.

Materials: Copies of Openings and Assessments for students, student agendas, overhead transparencies of Opening, Assessment, Viking Code of Conduct, Positive Consequences Examples

Procedure:

- Introduce class to the day's topic by referring to the objectives listed.
- Distribute Opening: Recognizing Behavior in the Workplace.
- Complete Opening with class, discussing their results.
- Have students turn to the Viking Code of Conduct in their Agenda. (A copy of this is on Page 1-3 of this binder). Ask students to compare their answers to the Opening to the Viking Code of Conduct. Do they see similarities? Point out how the Viking Code is written (in positive terms, i.e., "Act this way..." as opposed to negative terms, i.e., "You cannot/may not ...")

**** Note:** Students may indicate that the Code of Conduct is unnecessary, since students already know how to behave in school. This is a good springboard for discussion and student input regarding the general behavior of students in the school. A discussion may begin like this:

Student: Why are we doing this? We are seniors and we already know how we're supposed to act.

Teacher: I understand what you are saying, and I agree that many students know how to act in school. But let me ask you: Do students really act this way? For example, has your class ever been disturbed by loud noise or vulgar language as other students change classes? How did that affect your class' lesson?

Entertain students' ideas and questions. One of the key purposes of PBIS is to build dialogue and relationships between students and teachers, and a discussion such as this may give students a chance to express their opinions about how they believe students should act.

- Refer to the Positive Consequences Examples on Page 2-7 of this binder. Show students a copy of this page, explaining that just as an employer may reward an employee with a raise, promotion, and/or time off, students can be rewarded for their behavior.

- Show students a copy of a V-Buck. Explain how one is filled out, and where their copy should be placed. Be sure that students understand that V-Bucks are for consistently displayed behaviors, not occasional behavior.
- Some students may find V-Bucks juvenile or unnecessary, and may vocally object to them. Again, this is an opportunity to discuss their opinions and suggestions. Several talking points here include:
 - Point out that the rewards associated with V-Bucks may be of interest to them, such as homework passes or movie tickets.
 - Discuss other rewards that may be used, such as a letter of acknowledgement for students who achieve a high number of V-Bucks. Letters of commendation are vital for college or job applications, so all students can use them to further their future careers.
 - Remind students that they, as upperclassmen, set the tone for the school. Ask them what type of school they would like to attend - one in which the focus is punishment or rewards. Perhaps a general setting of teachers acknowledging good behavior would be a better place to go to everyday than a place of constant negativity and punishment.
- Distribute “Assessment: Viking Code and Positive Consequences” to students. Ask students to complete it and return it to you. You may want to offer class credit to the students for completing the Assessment and/or Opening.

Lansdowne High School
Upperclassmen Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Opening: Behavior in the Workplace

Regardless of where you chose to hold a future job, an employer will expect certain types of behavior from his or her employees. Imagine that you run your own business, and answer the following questions.

What types of behavior would an employer expect from an employee? Why?

How might you reward an employee who consistently showed dedicated, hard-working behavior?

Now, transfer this information to your life now, as a student at Lansdowne High School. Your "job" while in school is to be a student. What types of behavior are expected of you? What types of behavior do you expect from your teachers? Why?

Lansdowne High School
Upperclassmen Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Teacher Name: _____

Class: _____

Assessment: Viking Code and Positive Consequences

Directions: Please complete the following assessment based on your conclusions from today's mini-lesson.

The Viking Code:

1) Why does the Viking Code exist? Do you find it necessary? Why or why not?

2) Is the Viking Code written well for this school? How might you alter it to better fit our population?

Positive Consequences

3) What is the purpose of V-Bucks? How does a student earn one?

4) What other forms of rewards would benefit students at LHS?

5) A key component of any successful program is good marketing. The Viking Code will be reinforced through the Drama classes on the morning announcements, and we are looking for a song to introduce each Viking Code spot. Please list any songs that you feel show the positive, upbeat purpose of the Viking Code.

Lansdowne High School
Upperclassmen Lessons



Respect

Responsibility

Readiness

Lesson #2 – Negative Consequences

Objective: Students and teachers will be able to identify and explain positive consequences based on consistent correct behavior.

Materials: Copies of Openings and Assessments for students, student agendas, overhead transparencies of Opening, Assessment, Viking Code of Conduct, Negative Consequences Examples

Procedure:

- Introduce class to the day's topic by referring to the objective listed. You should quickly mention yesterday's lesson, in which students were asked to discuss the Viking Code of Conduct as well as positive consequences for behavior.
- Distribute Opening: Recognizing Behavior in the Workplace II.
- Complete Opening with class, discussing their results.
- Have students turn to the Viking Code of Conduct in their Agenda. (A copy of this is on Page 1-3 of this binder). Ask students to comment on what consequences should happen if a student does not follow the Viking Code of Conduct.

**** Note:** Students may indicate that the Code of Conduct is unnecessary, since students already know how to behave in school. This is a good springboard for discussion and student input regarding the general behavior of students in the school. A discussion may begin like this:

Student: Why are we doing this? We are seniors and we already know how we're supposed to act.

Teacher: I understand what you are saying, and I agree that many students know how to act in school. But let me ask you: Do students really act this way? For example, has your class ever been disturbed by loud noise or vulgar language as other students change classes? How did that affect your class' lesson?

Entertain students' ideas and questions. One of the key purposes of PBIS is to build dialogue and relationships between students and teachers, and a discussion such as this may give students a chance to express their opinions about how they believe students should act.

- Refer to the Negative Consequences Examples on Page 2-14 of this binder. Show students a copy of this page, explaining that just as an employer may penalize an employee with a pay cut, a layoff, or a termination, students may be penalized for consistently refusing to behave appropriately.
- Show students a copy of a Staff Incident Report. Explain how one is filled out, and what happens if one is issued to a student. The key here is for students to understand that the staff is trying to DETER behavior from reaching the Office Referral point. SIRs are more

than just records of “bad” behavior; they are tools for trying to help students see where they need to improve

- Many students may be under the incorrect assumption that an SIR is not an indication of the need to change behavior. Again, this is an opportunity to discuss their opinions and suggestions. Several talking points here include:
 - Refer students back to the third question on their Opening. Work with students to draw the parallels between the workplace and school in which an employee (student) should be warned before receiving serious punishment.
 - Discuss the concept of “fairness” with students. Many students (and employees) complain that they have been penalized too harshly, or without a good reason. Explain to students that SIRs are used to help students formally understand when they are beginning to act inappropriately. As a result, they have plenty of “fair” warning that they should change their behavior, before they reach an office referral.
 - Remind students that they, as upperclassmen, set the tone for the school. Ask them what type of school they would like to attend – one in which the focus is punishment or rewards. Perhaps a general setting of teachers acknowledging good behavior would be a better place to go to everyday than a place of constant negativity and punishment.

- Distribute “Assessment: Negative Consequences” to students. Ask students to complete it and return it to you. You may want to offer class credit to the students for completing the Assessment and/or Opening.

Lansdowne High School
Upperclassmen Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Opening: Behavior in the Workplace II

Yesterday, you completed an activity in which you took on the role of an employer. As the employer, you thought about and recorded behaviors that you would want to see from your employees. Continue to take on the role of employer as you answer the following questions.

What types of behavior would you NOT want to see from an employee? Why?

What sorts of consequences might happen to employees who display the above behaviors?

If you had an employee who was beginning to act inappropriately in the workplace (let's say she arrived late twice), but she was a good employee overall, what would you do? Would you fire her? Would you warn her? Would you dock her pay? Why would you choose the response you did?



Upperclassmen Lessons

Respect

Responsibility

Readiness

Name: _____

Date: _____

Teacher Name: _____

Class: _____

Assessment: Negative Consequences

Directions: Please complete the following assessment based on your conclusions from today's mini-lesson.

1) What similarities do you see between how employees are rewarded or penalized for their behavior in the workplace, and how students are rewarded or penalized for their behavior in school?

2) What is the purpose of a Staff Incident Report (SIR)? What consequences could accompany it?

3) What is the purpose of an office referral? How does it differ from an SIR?

4) Do you think that issuing an SIR is a fair way to warn students that they are behaving inappropriately? What other methods could you think of?

Since the Viking Code Committee affects student as much as it affects teachers, we are interested in knowing your ideas. If you are interested in becoming a part of the Committee (and therefore affecting all the decisions you've seen here), please see Ms. Ferraro. We would welcome your input!

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Lesson #1 - Overview

Objective: Students and teachers will be able to identify and the three basic types of behavior in school settings in order to better implement the Viking Code of Conduct.

Have the students open their agendas to the Viking Code of Conduct, while you refer to the Viking Code poster.

You may use this script to explain the Viking Code of Conduct to your students.

“This is a brand new school year, which means all of us have a fresh start. Everything that happened last year is now in the past.

“I know that all of you would like to do your best and have a successful school year. How many of you are interested in knowing a guaranteed method that will help you have a successful school year?”

[Discuss what a successful school year means.]

“What would you think if I told you I had a simple method to achieve this success? Well, I do. It’s called the Viking Code of Conduct and it’s right here.”

[Point to your Viking Code of Conduct poster on bulletin board.]

“It’s really easy to remember, and it’s even easier to use. The three pieces are right here –respect, responsibility, and readiness. Each piece starts with an ‘R’; that’s why it’s easy to remember.

“Any student who remembers to practice the Viking Code of Conduct will be successful. In fact, it’s impossible for you NOT to have a successful school day as long as you are respectful, responsible, and ready-to-learn.

“Now let’s talk about the Three R’s. When I say the word “respect,” what do you think about?”

[Discuss the word “respect” with the class.]

“When I say the word “responsibility,” what do you think about?”

[Discuss the word “responsibility” with the class.]

“When I say the word “readiness,” what do you think about?”

[Discuss the word “readiness” with the class.]

“Great. Well now you have some ideas and examples to think about for the Three R’s. You’re going to hear about the Three R’s throughout the school year. Let’s start off the first day of school by putting some of those ideas into practice.”

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Lesson #2 - Respect

Objective: Students and teachers will be able to identify and assess “respectful” behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Respect

You may use this script to explain respect to your students.

“I’d like to focus on the first “R” of the Three R’s. Let’s talk about the word ‘respect.’ What are some ways you can show respect to a person?”

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people are disrespectful to one another?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have two volunteers?”**

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “respectful” student would look like. Discuss with the class what behaviors the “respectful” student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “disrespectful” student would look like. Discuss with the class what behaviors the “disrespectful” student exhibited.]

“The last thing I’m going to do is assess how well you understood what respect means.”

[Distribute the assessment “Can You See Respectful Behavior?”.]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of respect. If it is an example of respect, put a plus (+) sign next to it. If it’s not an example of respect, put a minus (-) sign next to it.”

[Discuss the assessment with the students when they have completed it.]

“You did a great job learning about Respect. Please make certain you show respectful behaviors in all of your classes today.”

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Drill: Respect

Directions: Read the following story carefully and then respond to the prompts.

Tara and Melinda were asked to represent their school by attending an assembly on respectful behavior. Tara was really excited to be chosen. She felt honored to represent her school, and she was interested in what the speaker would be saying. Melinda was also excited about attending the assembly. She was looking forward to missing a whole day of classes.

Tara arrived at the assembly ten minutes early. She wanted to get a good seat so she could focus on the speaker's words. Melinda arrived at the assembly ten minutes late. She stopped for food and noisily slurped her Coke as she chose a seat in the back of the auditorium. She planned on sleeping through the assembly.

As the speaker addressed the group, Tara focused on the speaker's face and listened intently to his words as he spoke. During the question and answer, she raised her hand and waited to be called on before asking her question. She even thanked the speaker for his response.

Melinda noticed a cute boy two seats away from her. She yelled, "Hey!" to get his attention, and several people turned around to look at her. She spent the next few minutes trying to get his phone number but had to stop when a teacher looked at her and said, "Shh!" When she began to listen to the speaker, she found that she disagreed with one of his statements. She loudly yelled, "That's so stupid!"

Give examples of how Tara showed respectful behavior.

Give examples of how Melinda showed disrespectful behavior.

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Can You See Respectful Behavior?

Directions: Read each of the actions carefully. If the action shows respectful behavior, put a plus (+) sign next to it. If the action does not show respectful behavior, put a minus (-) sign next to it.

- | | |
|--|--|
| 1. _____ coming to class on time | 6. _____ cursing at someone you're mad at |
| 2. _____ talking to a friend | 7. _____ praising someone's good work |
| 3. _____ raising your hand | 8. _____ ignoring someone who is talking to you |
| 4. _____ saying thank you | 9. _____ asking permission for something you want |
| 5. _____ making fun of someone's mistake | 10. _____ talking about the person in front of you |

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Lesson #3 - Responsibility

Objective: Students and teachers will be able to identify and assess “responsible” behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Responsibility

You may use this script to explain responsibility to your students.

“I’d like to focus on the second “R” of the Three R’s. Let’s talk about the word ‘responsibility.’ What are some ways you can show responsibility?”

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people show that they are not responsible?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have four volunteers?”**

[Choose four students and ask them to stand at the front of the classroom. Ask the four students to pretend to be working on a group project together. Ask the students to demonstrate what “responsible” students would look like. Discuss with the class what behaviors the “responsible” students exhibited. Next, ask two of the volunteers to demonstrate what irresponsible students would look like. Discuss with the class what behaviors the “irresponsible” students exhibited.]

“The last thing I’m going to do is assess how well you understood what responsibility means.”

[Distribute the assessment.]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of responsibility. If it is an example of responsibility, put a plus (+) sign next to it. If it’s not an example of responsibility, put a minus (-) sign next to it.”

[Discuss the assessment with the students when they have completed it.]

“You did a great job learning about Responsibility. Please make certain you show responsible behaviors in all of your classes today.”

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Drill: Responsibility

Directions: Read the following story carefully then respond to the prompt.

“Who was on the phone, Mom?” Jen asked.

“That was my boss. One of my co-workers called in sick, so I have to go to work,” Jen’s mom replied.

“Aw, Mom, I thought we were going out for pizza.”

“Well, Jen, we’ll have to wait until tomorrow. I’m only going in for four hours, and besides, we can use the money.”

“I know, Mom,” Jen said, “but I was really looking forward to that pizza.”

“Tomorrow we’ll go. I’m leaving in a few minutes, and I have some things to tell you before I go. First, I don’t want any of your friends over.”

“But, Mom!” Jen protested.

“Jen, your sister hasn’t been feeling well. I want you to make dinner for both of you, and then I want you to make certain your sister sleeps for the rest of the evening.”

“The rest of the evening?!” Jen protested again.

“Yes, so that means you have to keep quiet as she sleeps. No TV or stereo. Jen, I’m counting on you. Your sister needs her rest.”

“Okay, Mom. I’ll cook dinner and stay quiet for the rest of the night.”

“Thanks, honey. I’ll be home at 10:30. Have a good night.” Jen’s mom kissed her good-bye then left.

A few minutes after Jen’s mom left, the phone rang. It was Jen’s best friend Louisa.

“Hi, Jen,” Louisa said. “What’s up?”

“Not much,” Jen replied. “I’m babysitting my sister.”

“Oh yeah? Your mom’s not home? I’m coming over. You can hear my new J. Lo CD.”

Describe what Jen will do for the rest of the evening if she is being responsible.

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Can You See Responsible Behavior?

Directions: Read each of the actions carefully. If the action shows responsible behavior, put a plus (+) sign next to it. If the action does not show responsible behavior, put a minus (-) sign next to it.

- | | |
|---|---|
| 1. _____ setting your alarm clock at night | 6. _____ remembering your class schedule |
| 2. _____ making breakfast for your sister | 7. _____ not being able to recall your locker |
| 3. _____ arriving at school 10 minutes late | 8. _____ coming to class with a pencil |
| 4. _____ washing the dinner dishes | 9. _____ coming home past your curfew |
| 5. _____ forgetting to study for a test | 10. _____ not keeping a promise |

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Lesson #4 - Readiness

Objective: Students and teachers will be able to identify and assess “ready” behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Readiness

You may use this script to explain readiness to your students.

“I’d like to focus on the third “R” of the Three R’s. Let’s talk about the word ‘Readiness.’ What are some ways you can show you are ready-to-learn?”

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people show they are not ready-to-learn?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have two volunteers?”**

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “ready-to-learn” student would look like. Discuss with the class what behaviors the “ready-to-learn” student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a student who was not “ready-to-learn” would look like. Discuss with the class what behaviors the not “ready-to-learn” student exhibited.]

“The last thing I’m going to do is assess how well you understood what ‘readiness’ means.”

[Distribute the assessment.]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of being ready-to-learn. If it is an example of being ready, put a plus (+) sign next to it. If it’s not an example of being ready, put a minus (-) sign next to it.”

[Discuss the assessment with the students when they have completed it.]

“You did a great job learning about Readiness. Please make certain you show that you are ready-to-learn in all of your classes today.”

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Drill: Readiness

Directions: Read the following story carefully and then respond to the prompts.

The students were surprised to see that their regular teacher was not in the classroom. In fact, no teacher was in the classroom at all. Immediately the kids began to goof around.

Instead of doing their drills, four girls headed to the bathroom to redo their hairstyles. Two boys were hanging out a window trying to catch a butterfly. Another two boys were looking through the teacher's desk, which was strictly off-limits.

No one was doing the drill. The few students who were in their seats were talking loudly, giggling, or doodling. A minute after the bell rang, the teacher who was covering the class walked in. Even though this was one of the class' favorite teachers, no one stopped what he or she was doing. Clearly, no one was ready.

Give examples that show the students were not ready.

Describe what the classroom would have looked like if the students had been ready to learn.

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Name: _____

Date: _____

Can You See Ready-to-Learn Behavior?

Directions: Read each of the actions carefully. If the action shows readiness, put a plus (+) sign next to it. If the action does not show readiness, put a minus (-) sign next to it.

- | | |
|---|--|
| 1. _____ starting the drill immediately | 6. _____ opening your textbook to the correct page |
| 2. _____ talking to your neighbor | 7. _____ arguing with another classmate |
| 3. _____ coming to class late | 8. _____ listening to the teacher's directions |
| 4. _____ having your homework out | 9. _____ sitting quietly in the classroom |
| 5. _____ writing a note to your friend | 10. _____ daydreaming |

Lansdowne High School
Viking Academy Lessons



Respect

Responsibility

Readiness

Lesson #5- The Forms and Matrix

Objective: Using existing forms, students and teachers will create unique matrices for the implementation of the Viking Code of Conduct in order to personalize and follow the Code.

First, ask students if they have any questions about the Three R's that they have learned about this week.

Next, show students overhead transparencies of each of the following forms: V-Bucks, Viking of the Month, and SIRs. Briefly explain the purpose and procedure for each form. Ask students if they have any questions.

Then, distribute the Matrix Activity.

As a class, have students generate examples of what each of the Three R's should look like in your classroom. You may want to divide the students into small groups.

Elicit responses from each group, and come to a class consensus about how the Viking Code Matrix will look in your classroom. Create a final, polished copy to display in the room.

Once the matrix is created, it should be posted in the classroom for easy reference and reminders.

Lansdowne High School



Respect

Responsibility

Readiness

Matrix Activity

Participant names: _____

Teacher name: _____ Subject: _____

Directions: Please define by example what the Viking Code of Conduct (Three R's) should look like in this classroom. Be specific.

Respect: _____

Responsibility: _____

Readiness: _____

When you have finished, share your answers with the entire group to create a unique class set of the Viking Code of Conduct. You may write the class set on the good paper provided, then post in the room.



Lansdowne High School



Respect

Responsibility

Readiness

Teacher Name: _____

Subject: _____

<p><u>Respect</u></p>
<p><u>Responsibility</u></p>
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